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Preface

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PREFACE

The *Journal* staff would like to dedicate this special issue to Professor Seymour W. Wurfel, who will be retiring in June after eighteen years of service to the Law School. It is appropriate that we do so, for it was Professor Wurfel who inspired the student enthusiasm necessary for the *Journal's* founding, who shepherded the original proposal through faculty approval, and who has been the *Journal's* principal advisor during its formative years.

This symposium is a particularly apt tribute to Professor Wurfel, since much of the copy has been written by his former or present students. The subject matter is also appropriate, for all his students can remember "the Colonel's" admonitions to look beyond the narrow confines of the law and to bring a broader perspective to their practice. "Just as a trial lawyer spends 75% of his time analyzing facts and only 25% analyzing law, so an international lawyer spends 75% of his time analyzing economic, political and social factors, and only 25% analyzing law." Thus has he constantly reminded students to free their minds from the parochialism to which enthusiastic students of the law are particularly susceptible. A symposium focusing on the interplay of legal and political factors in international business is thus a mere extension of Professor Wurfel's teaching career.

It is fitting that one of Professor Wurfel's colleagues describe his service to his country, to North Carolina, to the Law School, and to scholarship; that task is best left in the capable hands of Professor Ayccock. However, we can describe, from the student's point of view, Professor Wurfel's service to his students. It is as a teacher that his students have known him best, and it is in that role that he has earned our lasting appreciation and affection.

In the increasingly competitive academic world, he is one of the small remnant remembering that scholarship's goal is the advancement of knowledge, not the advancement of the scholar. Consequently he retains a graciousness and generosity of self rarely found in a modern law school. More than most of his colleagues, he is willing to spend his time with students, responding to their enthusiasm with his own, and even rekindling the enthusiasm of students who have lost theirs. The first five minutes of each of his classes is invariably spent in the distribution of the information he has acquired since the last meeting. For one student there is a book from the Wurfel lending library on a subject of the student's special interest, for another student a newspaper clipping related to his term paper, for another an announcement of an interdisciplinary meeting across campus, for another a notice of a national conference across the country, for another a citation to a recent case of interest. It is a frequent sight to see

a student coming out of Professor Wurfel's office fairly staggering under the load of helpful materials thrust upon him!

His enthusiasm and generosity are accompanied by the expectation of an equally enthusiastic response. It is thus sometimes difficult for us to live up to Professor Wurfel's high standards, and he must frequently be disappointed. However, his confidence in students as a group remains undaunted. That confidence alone has helped students to attain more than they might otherwise have thought possible.

Many pedagogues are enthusiastic about their subject, but his enthusiasm about and confidence in his students makes Seymour Wurfel truly deserving of the title "teacher."



Professor Seymour Walter Wurfel